

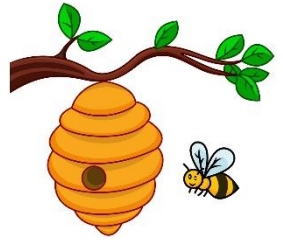


Lyng Primary School

The Hive/Blossoms

Lyng SEN Provision

Updated: June 2024



Overview

At Lyng Primary we pride ourselves on being an inclusive and welcoming school where children mix happily and all children are fully accepted into school life by staff and their peers.

The Hive is a purpose built space that our children with individual support can access during the morning session. Typically, these children are in Year 1 to Year 6.

Blossoms is a space where our youngest children from Early Years can access throughout the day to work on their targets in a distraction free and calm environment.

During this morning session, children will have access to specialist equipment and spaces to meet their needs and have time to focus on important life skills, problem solving and communication as well as English and Maths skills if appropriate. At Lyng Primary, we celebrate all children's differences and abilities and we understand that all children have individual needs and talents. The Hive gives us scope to develop a curriculum that is based around the 7 principles of the Rochford Review (2016) and also the Engagement Scales. The curriculum will have deep roots in discovery, responsiveness, curiosity, anticipation, persistence, initiation and investigation. Work and activities in the afternoons is adapted to meet the children's needs. For some children, overlearning and generalisation of skills is an important part of the children's learning experiences and provision and sometimes skills that are learnt throughout the morning are practiced again during the afternoon. This is to ensure the children are making progress and learning translates into long term memory.

Our staff are all suitably trained and are passionate about supporting our children with SEN. The staff also have a deep knowledge of how visual resources such as visual timetables, now and next boards, choice boards and communication aids can have a positive effect on children with SEN.

In The Hive, the children will work with a range of different adults to ensure different relationships are being formed and the children do not get reliant upon one member of staff.

The Role of the SENCO

The SENCO for Lyng Primary is Laura Deeley. It is the SENCO's role to ensure that the provision we provide for our children with SEN is the very best. It is the SENCO's role to ensure that children with SEN are making progress in school, The Hive and Blossoms and that they are meeting their individual targets set in outside agency reports and EHCP's. It is also the SENCO's role to monitor The Hive's and Blossom's provision. This will be done through observations, drop in sessions, data analysis and pupil conferencing. The SENCO will also routinely organise EHCP Progress Reviews with school staff. Every child with an EHCP has a half termly progress review where targets are reviewed and evidence towards them is

monitored. These meetings also take place with the children in Early Years, where progress, provision and wellbeing of the children is discussed.

The Hive Curriculum

For English, The Chris Quigley Curriculum is followed and White Rose schemes are used for Maths. This is to ensure consistency across school.

We also use the Towards Independence Hierarchy to ensure that the children's self-help skills, life skills and independence are of top priority. The children's individual EHCP's and outside agency reports will also guide the provision where individual target work will take place to ensure that the children are achieving their full potential. The Hive changes throughout the year to ensure that we adapt to meet the children's needs. We are proud to celebrate that most children who attend The Hive, make enough progress to be able to be taught in whole class situations with their peer group. With sound adaptations and good quality teaching, we are proud that most of our children can be taught within the main classroom. This is organised and discussed with the children, parents and staff and Hive Exit Criteria is discussed between all involved to ensure that it is the correct decision. If the decision is made that the children are going back to class full time, a transition period will be well planned and managed to ensure that children are able to cope with the change in routine. Detailed conversations are also had between the SENCO, Hive Lead, Support Staff, Class Teachers and also Parents to ensure everyone agrees and their opinions heard.

Children in Blossom will still follow the Early Years Curriculum.

Assessment

All children in school Years 1-6 are assessed using SIMS tracker. The children who are working below their age related expectation may also utilise the Sandwell Skills Ladders for English and Maths. BSquared is also used to track the children who are pre-curriculum. Currently, Hive staff will complete this tracker and share the data with the class teachers. It is the teacher's responsibility to then complete the main tracker for all children in collaboration with staff who work in The Hive and Blossoms. Discussions occur between all teachers and support staff who know the child well to form a detailed and accurate picture of the child.

How are the children included in school life?

The children who have access to The Hive every morning will be taught in our main school every afternoon to ensure that the children still have access to a broad and balanced curriculum. The children who are supported in Blossoms will use the space for targeted work throughout the whole day and during child initiated times in the main classroom, the children will join.

The children's learning will be carefully planned and the children will all receive support during the afternoon session from the class teacher and support staff. First wave quality teaching is our priority for the children who attend the Hive and Blossoms. Most children with EHCP's will be able to sit with their peers in flexible seating arrangements. However, there are some children who need distraction free spaces in order to learn and practice skills.

The children are also included in any special celebrations days, school trips, spontaneous walks, learning outside the classroom or special visitors and will have PE with their class.

The Role of the SEN Governor

The SEN Governor will form a link between the governing body, The Hive and Blossoms. Working alongside the SENCO and all staff, the SEN Governor will offer support and challenge to ensure the needs of The Hive's and Blossoms pupils remains an essential part of what the governing body wants within school.

Nurture

During the afternoon session The Hive space will be used for our Nurture group. At Lyng Primary we understand that children's learning should be understood developmentally and through this way of thinking we can support learning and progress. The Hive offers a safe base for the children to learn in a nurture rich environment that will develop the children's awareness of themselves and others and develop their self-esteem. At Lyng Primary we understand that all behaviour is communication and we support the children through challenging times with care and understanding. In Nurture, the children learn social rules and how to work as a team.

Comments by parents

"The Hive is outside the box thinking".

"The Hive will put Lyng on the map".